

READING Grades 9 - 12

<p>Word Meaning</p>	<p>Accuracy: determines meaning from content vocabulary, contextual and visual cues determines meaning and applications from graphic representations uses content vocabulary to gain and express understanding application of multiple meaning words: analogies, antonyms, synonyms, homonyms using roots/affixes to alter a words' part of speech, or meaning, to express understanding</p>	<p>origins/derivatives of language terminology influenced by time, place, events, composition, process, foreign terms, technology, discovery topic, environment, etc. usage, diction, connotation/denotation variations, multiple meanings, context specific application descriptive process language: sequence, chronology, priority, magnitude, diligence, reciprocal, symbiotic, pertinence, applicability, significance, etc. using prefixes and suffixes to change words/parts of speech to fit a need develop language breadth through thesaurus and other resource usage</p> <p>Vocabulary generated course text, and related information</p>		
<p>Comprehension Reading Trait 1</p>	<p>Literal Recalling and understanding information, summarizing, noting sequence of events, identifying main ideas, supporting details, facts and opinions Inferential Identifying relationships, images, patterns or symbols and drawing conclusions about their meaning Evaluative Analyze (look at the parts to the whole) and evaluate whether an argument, action or policy is validated by evidence in a selection.</p>			
<p>Extending Understanding Reading Trait 2</p>	<p>Greater depths in understanding by drawing connections and relationships between/amongst simple ideas, complex/abstract ideas, and simple to complex/abstract ideas Beginning with teacher prompts and moving toward ability to intuitively responded within the context of expressive productions and/or presentations by the senior level.</p>	<p>Connections with self: Finding common attributes, perspectives, values, situations, themes, etc. between the area of focus, and one's self and experiences</p>	<p>Connections with other art forms: Finding the attributes, elements, themes, etc. that are common to both the area of focus and how it is reflected in the various art forms. Art forms could be: music, visual art (2-D and 3-D), theatre art, dance, written prose and poetry.</p>	<p>Connections with the community/world: Finding the common attributes, elements, themes, etc. of an area of focus with the community and extending beyond to more global connections.</p>
<p>Text Analysis Reading Trait 3</p>	<p>Response demonstrates a competent analysis and evaluation of an author's ideas and craft. Student uses the terminology of the literary elements and devices to support ideas.</p> <ul style="list-style-type: none"> Identifies the author's purpose and analyzes how the author's stylistic decision (structure, point of view, word choice, etc.) contribute to the purpose When based on literary text, provides a basic analysis of how literary elements (character, setting, plot, etc.) and or devices (irony, mood, symbol, etc.) contribute to the unity and effectiveness of the selection Uses relevant evidence from the text to make and support reasoned judgments about the author's craft and the selection's explicit message; may respond to implied messages 			
<p>Context Analysis Reading Trait 4</p>	<p>Response demonstrates a competent analysis and evaluation of the ways in which an author's message/s or theme/s have influenced or have been influenced by history, society, culture, and life experiences</p> <ul style="list-style-type: none"> Applies an understanding of an author's life experiences to examine and explain ways they have shaped and influenced the author's work When appropriate, recognizes and analyzes the ways in which a selection has had an impact on past and/or present social and cultural conditions and issues Uses knowledge and understanding about social, economic, political or cultural issues and events to analyze the validity of the selection's explicit or implied theme/s or message/s 			

WRITING

Grades 9 - 12

What is communication?	Why do people communicate?	What do people communicate?	How do people communicate?	How is communication a social exchange of giving and receiving?
<p>Writing Content Practice numerous opportunities with each writer's singular development in mind Apply the writing process approach Provide individual instruction throughout the process Develop various instructional strategies to develop each child's competence and confidence Present oral communication opportunities for regular discussion of goals, problems, questions, etc. as a bridge to writing Offer a balance of student and teacher suggested topics Provide challenges which foster development in a variety of written forms Provide opportunities for students to develop appreciation for literary elements and devices through writing</p>			<p>Poetry, Types Lyric Free, Blank Verse Sonnet Ballad Epic Concrete Acrostic Haiku, Tanka Cinquain, Diamente</p>	<p>Steps to the Writing Process Pre-writing Writing Revision Editing Publishing</p>
<p>Good Writers... Develop an expressive design and hold to it Use the appropriate mode, or blend modes for a purpose Write to inform, persuade, entertain, humor, etc. for an intended audience Create and or blend organizational strategies that meet their need</p> <ul style="list-style-type: none"> • Magnitude of an idea • Priority • Chronology: process, procedure • Descriptive logic, spatial relationship • Cause and Effect 				
<p>Types of Writing Writing to Learn: to better understand new concepts and promote better reasoning Journal Writing: to explore personal thoughts and feelings, promote making connections with the subject matter Writing to Share: to design and share ideas and understanding: lab reports, position papers, free writings, project reports, etc. Writing to Show Learning: to express understanding by summarizing, constructing a literary analysis, drafting reports, answering essay-test questions</p>				
<p>Analytical Writing (literary, other) <u>Thematic, Ideas, Concepts</u> Character, Person/s, Culture Plot, Setting, Situation or Event Style Evaluation Criticism: literary, film, television Review <u>Response Writing</u> Reaction Pondering Question Extension Connection Assumption Develop extending thoughts <u>Story Writing</u> Reminiscence (people, events, time, personal) About a place, object, or person Creative/Imaginative</p>			<p><u>Essay, Theme Writing</u> Narrative Expository Descriptive Persuasive or Argument Problem Solving Definition Comparison and/or Contrast Answering an Essay Question Analyze is to break down into parts Classify is to place people, things into groups Compare is to give examples of similarity Contrast is to give examples of difference Define is to concisely define and give meaning to the term, may need to classify or give examples Describe is to give detailed sketch or impression of a topic.</p>	

SPEAKING

Grades 9 - 12

What is communication?	Why do people communicate?	What do people communicate?	How do people communicate?	How is communication a social exchange of giving and receiving?
<p>Speaking Content Offer a broad range of communication skills for specific situations: listening, public speaking, various sized group discussions, and interpersonal communication Provide criteria to determine which skills are appropriate for particular situations. Students must be able to assess the topic, task, listeners, and setting in planning and participating communication. Provide daily practice (group discussion, role playing, interpersonal communication, reading aloud, story telling, debating, etc.) in verbal and nonverbal strategies with feedback to promote progress Provide instructional strategies for active listening development Support internalization of oral communication goals, to assess and foster performance (listening and speaking) adaptations</p>	<p>Types Personal Narrative Interview Story (Imaginative) Humorous Interpretation Expository: Informational Demonstrative Definition Persuasive: Debate Sales Theme Extemporany/Improvisation Drama: presentation, interpretation</p>	<p>Delivery memorized with notes, props, electronic devices, technological support, etc. read impromptu dramatic group, panel</p>	<p>Traits <u>Idea and Content</u>: main ideas, support, connections, referenced, audience needs addressed (visual supports) <u>Organization</u>: order (beginning, middle and end), sequence, transitions, <u>Language</u>: purposeful, creative, technical, word choice, sentence structure, grammar <u>Delivery</u>: eye contact, enunciation, pronunciation, fluency, rate, volume, tone <u>Cited</u>: sources cited for support NON-VERBAL COMMUNICATION communicates 93%of the message</p>	
<p>DEMONSTRATING COMPETENCE IN SPEAKING AND LISTENING AS A TOOL FOR LEARNING, Kendall and Marzano, <i>CONTENT KNOWLEDGE</i></p> <ul style="list-style-type: none"> Evaluates own and others' effectiveness in group discussions and in formal presentations (evaluates accuracy, relevance, and organization of information; evaluates clarity of deliver; evaluates relationships among purpose, audience, and content; identifies types of arguments used) Asks questions as a way to broaden and enrich classroom discussions Adjusts message wording and delivery to particular audiences and for particular purposes (defend a position, to entertain, to inform, to persuade) Makes formal presentations to the class (includes definitions for clarity; supports main ideas using anecdotes, examples, statistics, analogies, and other evidence; uses visual aids or technology) Uses a variety of explicit techniques for presentations (modulation of voice, inflection, tempo, enunciation, physical gestures) and demonstrates poise and self-control while presenting Responds to questions and feedback about own presentations (defends ideas, expands on a topic, uses logical arguments) Makes informed judgements about non-print media (detects elements of persuasion and appeal in advertisements; recognizes the impact of pace, volume, tone, and images on media consumers) Compares form, meaning, and usefulness of different kinds of language Understands influences on language (political beliefs, positions of social power, culture) 			<p>PERSUASIVE SEQUENCE</p> <ol style="list-style-type: none"> <u>Capture Attention</u>—grab your audience <u>Create Need, Identify a Problem</u>—prove to the audience there is a problem/problems create problems <u>Solution</u>— Convince, present clear plan <u>Visualization</u>—show better after solution enacted (descriptive/imaginative) <u>Action</u>—ask audience to get involved 	<p>DEMONSTRATION SEQUENCE</p> <ol style="list-style-type: none"> <u>Capture Attention</u>—grab your audience <u>Motivate</u>--what are the reasons why the audience should listen to you? <u>Assert</u>, what is the main point of your speech? <u>Preview</u>—give a brief summary of what you will be demonstrating <u>Demonstration</u>--outline your step-by-step demonstration <u>Action step</u>—ask the audience to take action
<p>Grades K-12 To Develop these Functions in Oral Communication ("State of Oregon, English Language Arts, Oral Communication Concept Papers"): <u>Controlling Behavior</u>: commanding, offering, suggesting, warning, prohibiting, refusing, justifying, persuading, and arguing/debating <u>Express Feelings</u>: exclaiming, expressing state or attitude, taunting, commiserating, sympathizing, supporting, and tale-telling <u>Informing</u>: questioning, answering, justifying, naming, pointing out an object, demonstrating, and acknowledging <u>Ritualizing</u>: maintaining social relationships, facilitating social interaction, greeting, taking leave, participating in verbal games, reciting, taking turns in conversation, demonstrating culturally appropriate modes of speech, and culturally appropriate amenities <u>Imagining</u>: role-playing, fantasizing, speculating, dramatizing, theorizing, storytelling, etc.</p>		<p>Presentation, Individual/Group Research Findings Project Report Project Sales/Promotion Debate Presentation Introduction Formal</p>		<p>Propaganda Devices: Word Games: Name-Calling Glittering Generalities Euphemisms False Connections: Transfer, Testimonial Special Appeals: Plain Folks, Bandwagon, Fear</p>

What is communication?	Why do people communicate?	What do people communicate?	How do people communicate?	How is communication a social exchange of giving and receiving?
<p>Graphic Organizers allow ideas and information to be displayed, making obvious student understanding. These visual metaphors support student writing and speaking experiences, large and small group work, as well as assessment (formative, ongoing, and summative).</p> <ul style="list-style-type: none"> ◆ Organize complex ideas during the planning stage to support more capably developed writing and speaking experiences ◆ Provides ways for teachers to give quick feedback to individuals, needing to know if their thinking is progressing in the most effective direction ◆ Display the relationships of ideas and information, uncovering well developed thoughts or gaps in thinking through their absence, and/or completeness to the visual pattern ◆ Support ways to observe depth in conceptual development and understanding of the individual or the group ◆ Highlights the growth of individuals and honors their uniqueness to the learning process and their specific learning needs ◆ Allow for randomly recalled information to be placed intentionally and with justification into an organized system of understanding through personally designed relationships 				
			<p>Informational graphics Showing sequence by priority, magnitude, generality, spatial orientation, etc.</p>	
<p>Flow chart: emphasis on chronological sequence Web: story planning, categories Circle/Cycle: emphasis on repeating order and/or sequence</p>			<p>Flow chart, Chronological Sequence: emphasis on chronological sequence Web: organizing descriptive attributes, sequencing events, organizing information or ideas into subsets, categories, or generalized ideas (person, place, things, and events) Venn Diagram/Three Column Chart: Organizing and separating information into either comparison or contrasting groups according to similarities and differences Target: thematic, idea , character analysis, concentric circles separate the central idea from the subordinate ideas and finally from the supporting details Inventive Design and Cell; Shape, Size and Placement; Representing Systems Dynamics; Episode: this might include the central event; input causes or catalyst and output results; sequence of incidents that occur; a branch for contextual historic understanding; an area of attributes; the 5 W's and H, (who, what, where, when, why, and how) Patterns, Generalizations/Principles, Cause and Effect: Information is organized within cells and/or circles emphasizing relationships Branching or Tree Maps: Inductive, or deductive classification, general or main ideas to categories, or supporting evidence. This could also show cause and effect relationship Circle/Cycle: emphasis on repeating order and/or sequence</p>	

Resource: Rachel Billmeyer, Ph.D. and Mary Lee Barton, M.Ed., *Teaching Reading in the Content Area, If Not me Then Who?*

LANGUAGE & LITERATURE

Grades 9 - 12

				Grade 10
	<p>Literary knowledge, comprehension, application, analysis, synthesis, evaluation demonstrated through the elements of literature and the techniques employed by the author:</p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> character point of view setting of time and place (geographical and cultural) theme structure/plot, etc. <p><u>Techniques:</u></p> <ul style="list-style-type: none"> style archetype figurative language mood irony tone structural shape/format flashbacks/creative sequencing, etc. <p>Performance through expressive modes and the traits supporting their development:</p> <ul style="list-style-type: none"> various modes of writing discussion and dialogue formal and informal presentations performance and delivery supportive visuals and graphic organizers. <p>Organizational strategies, or inventions for product, process, time and self-management.</p>	<p>Literature Options:</p> <p><i>Night</i> <i>Tapestry of Hope</i> <i>Black Boy</i> <i>The Odyssey</i> <i>The Tragedy of Romeo and Juliet</i> <i>To Kill a Mockingbird</i> <i>*The Pearl</i> <i>Montana 1948</i> <i>Pigs in Heaven</i> <i>Old Man and the Sea</i> <i>Captains Courageous</i> <i>The Time Machine</i> <i>Animal Farm</i> Assorted short stories, poems and articles</p>	<p>Literature Options:</p> <p>Any from Grade 9 <i>The Bride Price</i> <i>Of Mice and Men</i> <i>Gilgamesh</i> <i>*Beowulf</i> <i>A Separate Peace</i> <i>*Rumours of Peace</i> <i>I Know Why the Caged Bird Sings</i> <i>A Yellow Raft in Blue Water</i> <i>Of Mice and Men</i> <i>Antigone</i> <i>Oedipus Rex</i> <i>The Sound of Waves</i> <i>The Once and Future King</i> <i>The Tragedy of Julius Caesar</i> <i>*A Midsummer's Night Dream</i> <i>A Raisin in the Sun</i> <i>*The Pearl</i> <i>Bless the Beasts and the Children</i> <i>The Wizard of Oz</i> <i>Bible</i>, as literature: "Creation and Fall," "Cain and Abel," "Jacob and Esau," "Joseph," "Moses," "David and Goliath," "Good Samaritan," "Prodigal Son," "Beatitudes" Assorted short stories, poems and articles</p>	
Suggested Topics/Themes	Personal and Social Responsibility, Focus on the Future, Evaluation of Self, Meaning of One's Life, Creativity and Problem Solving , Preparation for Adulthood	Separation from Childhood, Knowing Yourself, Having Courage, Embracing Challenge, Seeing Others' Perspectives, Prejudice and Tolerance, Acknowledging Ambiguity, Becoming Who You Want to Be In Society	* on more than one grade's list	The Power in Knowledge, Seeing Others' Perspectives, Circle of Justice, The Courage Within, Needs for Individual Responsibility, Becoming Intentional/Pro-active, Developing Personal Values Examining Ethical Choices
Topic Links				

LANGUAGE & LITERATURE

Grades 9 - 12

	<p>How does an author use literary elements and devices to his or her own end? How does the context in which an author writes a text, influence the author and his, or her own work? How do I begin to draw connections with the literature I read and develop a focus for my life? What are the different ways of expressing ourselves appropriate to our purpose? How do I organize and motivate myself to take-on, and successfully complete complex tasks? How do I become empowered to become a contributing member of my community? How do I develop an attitude of persistence and diligence toward excellence? How do I discover my purpose and passion for life? How do I learn to select the difficult challenges in life? How do I develop the courage to take appropriate risks? How do I develop the awareness of consequences to inappropriate risks? How do I withhold bias in order to effectively listen to other perspectives? How does literature both reflect and influence history, culture, values, and philosophy?</p>		<p>Grade 10 What is a hero? What does it mean to leave childhood? What roles do love, forgiveness, friendship, and camaraderie play in our lives? What makes human beings rise above self-interest to help others? What universal qualities do we admire in people? What power do archetypes have in our lives? Since life includes pain and loss, how do we respond? Can we gain wisdom through suffering? What's my responsibility to others once I've experienced suffering? What is Justice? Can we find justice in this world? What happens when injustice occurs? Justice defined What responsibility do I have for creating justice? How does our perspective influence our attitudes? What do we do when both sides are right? Are there universal qualities of morality that we can agree upon? Justice applied What is "fair?" What are the meanings and applications of "the greater good?" What happens when my intentions are good, but the results of my actions are harmful? What is the nature of human nature? What is the nature of good? What is the nature of evil? What responsibility does "success" bring?</p>
<p>Vocabulary Development</p>	<p>evolution of language word derivatives/origins terminology and topic specific vocabulary usage, diction, connotation/denotation variations figurative language use and various meanings using context clues</p>	<p>Elements of Literature (see Content Overview) Literary techniques (see Content Overview) Vocabulary generated from a piece of literature and its setting (time, place, and space) Broadening awareness, metaphorical thinking, of abstract understandings generated from figurative language Technical language generated from using technological support Terminology which is descriptive of the learning process: sequence, chronology, priority, magnitude, diligence, reciprocal, symbiotic, pertinence, applicability, significance, etc. Using prefixes and suffixes to change words/parts of speech Develop language breadth through thesaurus usage</p>	
<p>Resources</p>	<p>Literature anthologies newspapers and magazines Dictionary and Thesaurus vocabulary list books In-class reading material Internet</p>		

LANGUAGE & LITERATURE

Grades 9 - 12

				Grade 12
	<p>Literary knowledge, comprehension, application, analysis, synthesis, evaluation demonstrated through the elements of literature and the techniques employed by the author:</p> <p><u>Elements:</u></p> <ul style="list-style-type: none"> character point of view setting of time and place theme archetype context structure/plot etc. <p><u>Techniques:</u></p> <ul style="list-style-type: none"> style figurative language mood irony tone structural shape/format flashbacks/creative sequencing etc. <p>Performance through expressive modes and the traits supporting their development:</p> <ul style="list-style-type: none"> various modes of writing discussion and dialogue formal and informal presentations performance and delivery supportive visuals and graphic organizers. <p>Organizational strategies, or inventions for product, process, time and self-management.</p>	<p>Literature Options:</p> <p>Any from the previous years</p> <p><i>Billy Budd, Sailor</i></p> <p><i>Native Son</i></p> <p><i>Adventures of Huckleberry Finn</i></p> <p><i>The Scarlet Letter</i></p> <p><i>The Kitchen God's Wife</i></p> <p><i>The Great Gatsby</i></p> <p><i>East of Eden</i></p> <p><i>The Grapes of Wrath</i></p> <p><i>The Crucible</i></p> <p><i>Catch-22</i></p> <p><i>Catcher in the Rye</i></p> <p><i>Invisible Man</i></p> <p><i>"Death of a Salesman</i></p> <p><i>Illustrated Man</i></p> <p><i>Anthem</i></p> <p><i>An American Tragedy</i></p> <p><i>Their Eyes Were Watching God</i></p> <p>Various short stories, poems, and articles</p>	<p>Literature Options:</p> <p>Any from the previous years</p> <p><i>"Beowulf</i></p> <p><i>The Canterbury Tales</i></p> <p><i>Gulliver's Travels</i></p> <p><i>Ricochet River</i></p> <p><i>Wuthering Heights</i></p> <p><i>Heart of Darkness and The Secret Sharer</i></p> <p><i>Far From the Madding Crowd</i></p> <p><i>Pride and Prejudice</i></p> <p><i>Hard Times</i></p> <p><i>A Tale of Two Cities</i></p> <p><i>Things Fall Apart</i></p> <p><i>Mayor of Casterbridge</i></p> <p><i>Tess of the D'Urbervilles</i></p> <p><i>Jane Eyre</i></p> <p><i>Great Expectations</i></p> <p><i>Lord of the Flies</i></p> <p><i>"Death of a Salesman</i></p> <p><i>Frankenstein</i></p> <p><i>Dracula</i></p> <p><i>Dr. Jekyll and Mr. Hyde</i></p> <p><i>Brave New World</i></p> <p><i>School For Scandal</i></p> <p><i>"Rumours of Peace</i></p> <p><i>Man's Search for Meaning</i></p> <p><i>The Tragedy of Macbeth</i></p> <p><i>Hamlet</i></p> <p><i>Taming of the Shrew</i></p> <p><i>Sound and Sense</i></p> <p><i>Norton's Anthology</i></p> <p><i>"A Midsummer's Night Dream</i></p> <p>Various short stories, poems and articles</p>	
Suggested Topics/Themes	<p>Personal and Social Responsibility, Focus on the Future, Evaluation of Self, Meaning of One's Life, Creativity and Problem Solving , Physical Maturity, Preparation for Adulthood , Sexuality, "You and Me,"</p>	<p>American's Relationship with: God-land-money-each other...Codification of Thought (the "isms"): Puritanism-Enlightenment-Romanticism-Realism-Modernism-Post Modernism, The Evolving Culture: Impact of time, place, and space, Adapting to Change, Finding One's Way, The American Dream/Nightmare</p>	<p>* on more than one grade's list</p>	<p>* on more than one grade's list</p>
Topic Links	<p>Man's Search for Meaning, Knowing One's Self, Our Place in Time and Space, The Human Condition, Evolution of Language; a reflection of its time and place, History Recorded in the Arts, The Passion within the Human Spirit, The Search for Truth, The Need to Control, Dealing with Transitions, Finding Meaning in Life, The Nature of good and Evil</p>			

LANGUAGE & LITERATURE

Grades 9 - 12

	<p>How does an author use literary elements and devices to his or her own end? How does the context in which an author writes a text, influence the author and his, or her own work? How do I begin to draw connections with the literature I read and develop a focus for my life? What are the different ways of expressing ourselves appropriate to our purpose? How can I develop an appreciation, understanding and skilled usage for the various rhetorical modes and style formats? How do I organize and motivate myself to take-on, and successfully complete complex tasks? How do I become empowered to become a contributing member of my community? How do I develop an attitude of persistence and diligence toward excellence? How do I discover my purpose and passion for life? How do I learn to select the difficult challenges in life? How do I develop the courage to take appropriate risks? How do I develop the awareness of consequences to inappropriate risks? How do I withhold bias in order to effectively listen to other perspectives? How does literature both reflect and influence history, culture, values, and philosophy?</p>	<p>Grade 11 What does it mean to be American? How do my thoughts and I fit into this "American Identity?" How do we perceive ourselves, and how have others' perceived us? What is the American dream, and how does it impact our culture? Is the American dream accessible to everyone, or worth striving for? How can I develop a greater understanding for both the positive and negative aspects of the American Dream? Is America today meeting the ideals established by our founding fathers? What is American's relationship with land, money, each other and God? How do we codify our own thoughts? What are our cultural roots, and what are their impacts? Is it easy to assimilate into, "the American culture?" Do we <u>value</u> diversity? How can we honestly assess? How can I develop an appreciation for different cultural voices and perspectives? How truly multicultural is our American culture? How do individuals adapt to, or cope with new environments, or cultures? What relationships can be drawn between liberty and authority, innocence and experience, challenge and success? How can I develop an understanding and appreciation for the evolution of the American Novel, and as a reflection of the contemporary culture? How can I understand the relationship of my personal growth, the evolution of the American culture, the evolution of the United States, and the literature reflecting this country's changing contemporary values? How might these thoughts relate to the theme, "loss of innocence?"</p>	<p>Grade 12 How do we develop a larger perspective within the relationships amongst literature and the world, to offer patterns, hope and visions for our future? How can I develop an understanding and appreciation for what it is to be human? How can I develop an appreciation for the thinking of the ancient Greeks, bringing about my own personal renaissance? Where do I begin may search for personal meaning in life, where do I really fit in, what is my purpose, what are my passions? How can I seek ways to expand my perspectives both horizontally and vertically? How can I develop a greater understanding for the influence of power/lost power: the parts we play, the motivations, the timing, how it is applied, its effects, etc. How can literature help me determine, appreciate, and understand the motivations of others and the power of emotions then, in my own life, react appropriately, and with materiality? How can I develop a greater appreciation for an unknown future and embrace unforeseen challenges?</p>
<p>Vocabulary Development</p>	<p>evolution of language word derivatives/origins terminology and topic specific vocabulary usage, diction, connotation/denotation variations figurative language use and various meanings using context clues Literary Elements (see Content Overview) Literary techniques (see Content Overview)</p>	<p>Vocabulary generated from a piece of literature and its setting (time, place, and space) Broadening awareness, metaphorical thinking, of abstract understandings generated from figurative language Technical language generated from using technological support Terminology which is descriptive of the learning process: sequence, chronology, priority, magnitude, diligence, reciprocal, symbiotic, pertinence, applicability, significance, etc. Using prefixes and suffixes to change words/parts of speech Develop language breadth through thesaurus usage</p>	
<p>Resources</p>	<p>Literature anthologies Writing About Literature newspapers and magazines Dictionary and Thesaurus vocabulary list books In-class reading material Internet</p>		

STUDY SKILLS

Grades 9 - 12

<p>Research</p> <p>Resources: Personal Experience, Observation, Text, Human, and Electronic</p>	<p>Freshmen year beginning with: Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and or tables follows directions, oral and written accesses information through reference sources, from direct connections to parallel or abstract connections, and related attributes, themes, or ideas uses dictionary and thesaurus for spelling, parts of speech, syllables, definitions, extending vocabulary and word choice and pronunciation uses text format features(bold, heading, captions) to locate specific information and clarify meaning understanding the organizational formats within informative literature in order to use it as a model for one's own research/production process skim and scanning techniques for locating specific details uses test taking strategies use library skills, (Dewey decimal system, electric card catalog, Internet) incorporate various organizational strategies to manage self, work, and time</p> <p>And Moving Toward: <u>Analysis, Synthesis, and Evaluation</u> of information into a product that reflects a higher level of application and engagement independent design for project from initial goal setting to completed project and self assessment on going reflective behaviors stimulating new insights for future endeavors intuitive academic motivation and self management of materials, resources, product and time</p>
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ASSESSMENT Grades 9 - 12

<p>Assessment</p> <p>What does this collection of information tell me about the child's learning?</p> <p>What inferences can be drawn from the evidence?</p> <p>How can I incorporate what I now know into future curriculum design?</p>	<p>Collection of Evidence, CIM Opportunities: In Grades 9-12 documents will address progress toward Grade 10 (Fourth Benchmark) State Benchmarks. Experiences and assignments can be designed to create multiple assessment opportunities from the same event. The reading, writing, and speaking "State Scoring Guides" provide common goals for instructional practices, as well as, a competency focus for the child. Work samples, or collection of evidence, can easily be generated from the daily experiences from the classroom.</p> <p>*Cognitive Domain - simple to complex Knowledge = recall information Comprehension = understand information Application = use information Analysis = dissect information Synthesis =reassemble information together in a new, creative way Evaluation = make logical judgment about information, using criteria</p> <p>**Affective Domain - least to most committed, attention to act and act upon Receiving input from an experience Responding to the experience, information Valuing the experience, information Organization for meaning/significance Characterization by value, evaluation using criteria/making rational judgments</p>	<p>Assessing Strategies for *cognitive, **affective, and ***skills development.</p> <p>*Cognitive assessment:</p> <ul style="list-style-type: none"> self assessments of personal conceptual awareness through disclosing prompts journal/learning log/literature notes concerning knowledge and insight gains analysis, synthesis, and evaluation of delivery of information (panel discussions, peer presentation, lecture, mass media, etc.) self assessment matched with original aims/goals from the content column conferences with peers, adults, and experts throughout learning process on demand/scheduled testing <p>**Affective assessment:</p> <ul style="list-style-type: none"> survey of attitudes toward project, process, skill development and motivation, interests and sense of empowerment self assessment open ended-essay regarding personal empowerment, gains, growth and unexpected rewards and relevance teacher observation/annotations <p>***Skill assessment:</p> <ul style="list-style-type: none"> portfolio of documentation of all steps of the process, i.e. goals, overview design, learning log, calendar of progress, etc. observation with annotations by peers, adults, and experts self reflection on problem solving, organizational strategies, intended and unintended outcomes, hypothesized corrections to future processes and extending to the next steps of inquiry self assessment of self organization, motivation and time management 	<p>Assessment Genre: Freshmen starting with:</p> <p>Persuasive, analytical, descriptive, and personal essays Issue-based forums And moving toward: Position papers: cultural, scientific environmental, economic, mathematical, medical, ethical, etc. perspectives Film and literary criticism Work study analysis Business plans Case studies Legal briefs Scientific, Laboratory reports Technical reports Interview simulations And finally: Senior project and defense Connections with other areas or meeting CIM work sample submissions:</p> <ul style="list-style-type: none"> Legal brief and case studies in connection with U.S. History/government Position paper on social scientific issue Business plan in conjunction with business education course Choreography in connection with music and/or theater performance art Original music compositions 	
<p>STATE'S SCORING TRAITS</p>				
<p>Writing</p>	<p>Speaking</p>	<p>Reading</p>	<p>Science</p>	<p>Math</p>
	<p>1. Idea and Content 2. Organization 3. Language <i>word choice, sentence structure, grammar</i> 4. Delivery</p> <p>Citing sources is expected</p>	<p>1. Comprehension <i>literal, inferential, evaluative</i> 2. Extending Understanding <i>personal, another art form, community/global</i> 3. Text Analysis <i>literary elements and techniques</i> 4. Context Analysis <i>time, place, and space</i></p>	<p>1. Framing an Investigation <i>question and hypothesis</i> 2. Designing the Investigation <i>address and explain questions/hypothesis</i> 3. Collecting & Presenting Data <i>collect, organize, and display</i> 4. Analyzing & Interpreting Results</p>	<p>1. Conceptual Understanding <i>interpret and translate into mathematics</i> 2. Processes and Strategies <i>choose and carry out</i> 3. Verification <i>second look: concepts strategies/calculations to defend solution</i> 4. Communication <i>pictures, symbols, vocabulary, path to solution</i> 5. Accuracy <i>supported by work</i></p>